

**Title of study.** Different approaches to narrative: using characterisation to maintain engagement and motivation with a low ability Year 9 Latin set in a selective independent boarding school studying Stage 13 of the Cambridge Latin Course.

**Name of trainee.** Nina Bruce

### **Background to the study**

*What observations in the classroom prompted this study?*

There appeared to be a lack of engagement with the class as they came to the end of their compulsory year of doing Latin. However, it was necessary to teach the start of CLC book 2, even though they were not going to finish it or take GCSE.

*What has previous research had to say about the issues you studied?*

Intrinsic motivation was considered to be better than extrinsic. Pupils needed something to work towards. The start of Book 2 is considered by staff to be tricky.

### **The Study**

*How did you carry out the study?*

An action research project. A questionnaire was given to pupils at the beginning and at the end of the study. 6 pupils were interviewed in depth.

### **Results**

*Raw data and / or effects on individual or groups of pupils*

Pupils liked to feel that they were working towards a goal and making progress. They considered the start of CLC Book 2 to be a backward step and felt that it was childish. Roman Britain is not a subject area that they found particularly interesting, compared to Pompeii or even Rome.

### **Summary**

*Describe the main findings of the study.*

Pupils enjoy reading the Latin and appreciate variety of approaches, such as drama performance. They like the text to be split into smaller, more manageable units.

*Describe the overall changes which this study has made or could make to pupils' learning.*

Roman Britain in itself is not sufficiently motivating. The anti-climax after the eruption of Vesuvius in Book 1 is difficult for a teacher to handle. Pupils feel disappointed that the characters they learn about in Book 1 seem no longer to be there. The characters of Book 2 are less agreeable. However, the more sophisticated tone of Book 2 begins to motivate pupils the more they read. Teacher should "mind the gap" directly after Book 1 and the early stages of Book 2.

### **Implications for Practice**

*What recommendations will you make to other teachers?*

Variety of approach. Do not just focus on reading the stories: you have to work hard at finding what interests the pupils to get them through until Quintus arrives.